

Stewart Heights Elementary

1001 West Calhoun Street
Dillon, South Carolina 29536

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-3 Elementary School | |
| Enrollment | 391 Students | |
| Principal | Jayne C. Lee | 843-774-1219 |
| Superintendent | D. Ray Rogers | 843-774-1200 |
| Board Chair | Fitzgerald Lytch | 843-774-5454 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 5 | 39 | 63 | 13 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Excellent | N/A |
| 2003 | Good | Average | Yes |
| 2004 | Good | Below Average | Yes |
| 2005 | Average | Unsatisfactory | Yes |

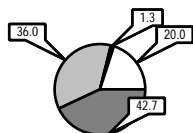
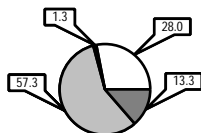
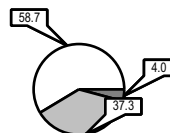
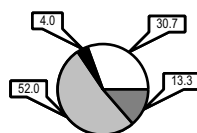
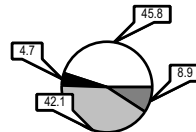
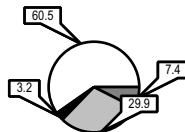
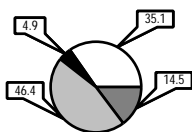
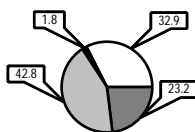
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--------------------------------------------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|---------------------------------------------|--------------------------------------|----------------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 83 | 100.0 | 20.0 | 36.0 | 42.7 | 1.3 | 58.7 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 47 | 100.0 | 21.4 | 45.2 | 31.0 | 2.4 | 47.6 | | |
| Female | 36 | 100.0 | 18.2 | 24.2 | 57.6 | 0.0 | 72.7 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 70 | 100.0 | 23.8 | 33.3 | 41.3 | 1.6 | 55.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 70 | 100.0 | 19.4 | 32.3 | 48.4 | 0.0 | 59.7 | | |
| Disabled | 13 | 100.0 | 23.1 | 53.8 | 15.4 | 7.7 | 53.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 83 | 100.0 | 20.0 | 36.0 | 42.7 | 1.3 | 58.7 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 80 | 100.0 | 20.8 | 36.1 | 41.7 | 1.4 | 58.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 78 | 100.0 | 21.4 | 37.1 | 41.4 | 0.0 | 55.7 | Yes | Yes |
| Full-pay meals | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

| | | | | | | | | | |
|----------------------------------------------------------|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 83 | 100.0 | 28.0 | 57.3 | 13.3 | 1.3 | 32.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 47 | 100.0 | 31.0 | 57.1 | 9.5 | 2.4 | 28.6 | | |
| Female | 36 | 100.0 | 24.2 | 57.6 | 18.2 | 0.0 | 36.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 70 | 100.0 | 30.2 | 54.0 | 14.3 | 1.6 | 28.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 70 | 100.0 | 22.6 | 61.3 | 14.5 | 1.6 | 33.9 | | |
| Disabled | 13 | 100.0 | 53.8 | 38.5 | 7.7 | 0.0 | 23.1 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 83 | 100.0 | 28.0 | 57.3 | 13.3 | 1.3 | 32.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 80 | 100.0 | 29.2 | 55.6 | 13.9 | 1.4 | 30.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 78 | 100.0 | 30.0 | 57.1 | 11.4 | 1.4 | 30.0 | Yes | Yes |
| Full-pay meals | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|-----------------------------------------------------|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 83 | 100.0 | 58.7 | 37.3 | 4.0 | 0.0 | 4.0 |
| Gender | | | | | | | |
| Male | 47 | 100.0 | 57.1 | 38.1 | 4.8 | 0.0 | 4.8 |
| Female | 36 | 100.0 | 60.6 | 36.4 | 3.0 | 0.0 | 3.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 70 | 100.0 | 61.9 | 36.5 | 1.6 | 0.0 | 1.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 70 | 100.0 | 53.2 | 43.5 | 3.2 | 0.0 | 3.2 |
| Disabled | 13 | 100.0 | 84.6 | 7.7 | 7.7 | 0.0 | 7.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 83 | 100.0 | 58.7 | 37.3 | 4.0 | 0.0 | 4.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 80 | 100.0 | 59.7 | 37.5 | 2.8 | 0.0 | 2.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 78 | 100.0 | 60.0 | 37.1 | 2.9 | 0.0 | 2.9 |
| Full-pay meals | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 83 | 100.0 | 30.7 | 52.0 | 13.3 | 4.0 | 17.3 |
| Gender | | | | | | | |
| Male | 47 | 100.0 | 35.7 | 47.6 | 11.9 | 4.8 | 16.7 |
| Female | 36 | 100.0 | 24.2 | 57.6 | 15.2 | 3.0 | 18.2 |
| Racial/Ethnic Group | | | | | | | |
| White | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 70 | 100.0 | 31.7 | 54.0 | 11.1 | 3.2 | 14.3 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 70 | 100.0 | 21.0 | 58.1 | 16.1 | 4.8 | 21.0 |
| Disabled | 13 | 100.0 | 76.9 | 23.1 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 83 | 100.0 | 30.7 | 52.0 | 13.3 | 4.0 | 17.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 80 | 100.0 | 30.6 | 54.2 | 12.5 | 2.8 | 15.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 78 | 100.0 | 32.9 | 50.0 | 12.9 | 4.3 | 17.1 |
| Full-pay meals | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|----------------------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 104 | 99.0 | 20.8 | 41.6 | 30.7 | 6.9 | 37.6 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 83 | 100.0 | 20.0 | 36.0 | 42.7 | 1.3 | 44.0 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 104 | 99.0 | 17.8 | 63.4 | 14.9 | 4.0 | 18.8 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 83 | 100.0 | 28.0 | 57.3 | 13.3 | 1.3 | 14.7 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 83 | 100.0 | 58.7 | 37.3 | 4.0 | 0.0 | 4.0 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 2005 | 8 | | | | | | | |
| | 3 | 83 | 100.0 | 30.7 | 52.0 | 13.3 | 4.0 | 17.3 |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---------------------------------------------------------------------------------|------------------------|------------------------------|---------------------------------------------------|---------------------------------|
| Students (n= 391) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 5.9% | Up from 3.1% | 4.0% | 3.0% |
| Attendance rate | 96.3% | Down from 96.4% | 96.0% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 8.4% | Up from 2.9% | 6.2% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 8.4% | Up from 2.9% | 5.5% | 3.2% |
| Eligible for gifted and talented | 0.0% | Down from 7.5% | 4.6% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 8.3% | Up from 6.5% | 8.1% | 8.2% |
| Older than usual for grade | 1.3% | Up from 0.5% | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 46.4% | Down from 48.0% | 50.0% | 52.6% |
| Continuing contract teachers | 82.1% | Down from 88.0% | 77.4% | 83.3% |
| Highly qualified teachers | 100.0% | No change | 92.0% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 4.3% | 3.0% | 0.0% |
| Teachers returning from previous year | 92.4% | Up from 91.2% | 82.9% | 87.0% |
| Teacher attendance rate | 95.1% | Up from 94.1% | 94.9% | 95.0% |
| Average teacher salary | \$39,634 | Up 3.8% | \$40,277 | \$41,703 |
| Prof. development days/teacher | 21.6 days | Up from 13.8 days | 14.3 days | 12.8 days |
| School | | | | |
| Principal's years at school | 20.0 | Up from 19.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.9 to 1 | Down from 21.2 to 1 | 16.5 to 1 | 18.8 to 1 |
| Prime instructional time | 87.6% | Down from 88.8% | 88.8% | 89.8% |
| Dollars spent per pupil* | \$5,497 | Up 18.2% | \$7,418 | \$6,242 |
| Percent of expenditures for teacher salaries* | 60.0% | Down from 75.2% | 63.9% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.1% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | 96.6% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stewart Heights Elementary School serves approximately 400 students in grades kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-three to ninety-five percent of the students fall into this category each year. The student population averages 85% African American, 10% White, and 5% American Indian/Hispanic.

During the 2004-05 school year, parents were invited to visit the school to attend Parent Day conferences, P.T.O. Open Houses, literary programs, PACT Parent Nights, and American Education Week activities. Home/school relations were encouraged by way of classroom newsletters, teacher calls/notes, classroom web pages, and home visits. The library received a Family Literacy Grant which allowed the librarian to purchase books to support science and social studies units of study. The librarian also implemented the "Book in a Bag" program to encourage reading with leveled text.

The South Carolina Academic Standards were used as the basis for all instructional activities. Teachers met weekly to plan standards-based lessons to help prepare the students for the next grade level and for the Palmetto Achievement Challenge Test (PACT) that was administered to all third-grade students in May. English language arts, math, science, and social studies served as the core curriculum in all classrooms. Supplies and materials were purchased with federal and state funds to support these subject areas.

The school earned "Flexibility Status" through the State Board of Education because the school had no recurring accreditation deficiencies, met annual improvement standards, and was twice a recipient of the Palmetto Gold and Silver Award for exceptional PACT scores. The school met Adequate Yearly Progress (AYP) as prescribed by federal No Child Left Behind (NCLB) legislation for the second consecutive year. The school's Reading First Grant was fully implemented. The grant provided federal funds to hire additional personnel to assist struggling readers individually and in small groups. The grant also provided funds to enable teachers to receive scientifically based literacy training and money for them to purchase reading materials for their classrooms. The goal of the Reading First Grant is to have all students reading at a proficient level by the end of grade three. This goal is one that Stewart Heights has embraced enthusiastically.

Jayne C. Lee, Principal
Robin Floyd, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---------------------------------------------------------------|-----------------|------------------|-----------------|
| Number of surveys returned | 29 | 73 | 57 |
| Percent satisfied with learning environment | 93.1% | 93.1% | 87.5% |
| Percent satisfied with social and physical environment | 93.1% | 91.7% | 81.1% |
| Percent satisfied with school-home relations | 72.4% | 97.2% | 71.4% |

*Only students at the highest elementary school grade level at this school and their parents were included.